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## ***INTRODUCTION TO THE INSITE TOPIC SUMMARY AND CHALLENGE SHEETS***

This note pad contains summaries of all INSITE home visit topics. On each summary sheet, there is space for challenges to be written and for parents to record their responses to the challenges. There is also space for them to write particular things they want to remember about the topic.

At the conclusion of each INSITE topic, parents should be given a topic summary and challenge sheet. The parent advisor can simply tear off the appropriate topic summary sheet from the note pad and, together with the parents, write challenges that are designed to facilitate the development of the child. Then the parents can post the sheet in an obvious place. In this way, the family can be frequently reminded of the previous lesson and of the challenges they plan to fulfill during the week. If a new topic is not given during a particular home visit, the parent advisor can continue to use the topic summary sheet given at the previous home visit to write down new challenges for the upcoming week.

After a new topic summary and challenge sheet is given to the parents, the old one can be inserted in the parents' notebook for easy reference.



## ***TOPIC SUMMARY AND CHALLENGES OVERVIEW OF THE INSITE MODEL***

The INSITE Model is a support model for families of infants, toddlers, and preschoolers with sensory and other impairments. I, as a parent, am a team member along with my parent advisor and other service professionals as we work toward achieving goals for my child and family.

There are five basic INSITE home visit-programs:

1. Communication Program

The Communication Program helps my family establish a communicative relationship that includes and involves my child. There are 35 topics in this program.

2. Hearing Program

This program helps the family of a child with hearing impairment to effectively manage hearing aid use and to assist the child in using the hearing he or she may have. There are two sections within this basic program: Hearing Aid Management (nine topics) and Auditory Development (seven topics).

3. Vision Program

The Vision Program helps the parents of a child with vision impairment to understand vision loss and assist their child in using the vision he or she may have. This program includes 15 topics.

4. Cognition Program

The Cognition Program helps my family encourage my child's early thinking skills. It contains seven topics.

5. Motor Impairments Program

This program gives the parents of a child with Motor impairment some information and techniques for making use of the child's motor capacity. There are 13 topics in the Motor Impairments Program.

My parent advisor and I will use any or all of these programs as they apply to my child, myself, and my family.





# ***INSITE TOPIC SUMMARY AND CHALLENGES***

## ***COMMUNICATION PROGRAM***

### Rationale and Overview



Why is a Communication Program important?

Communication links us with our world. It enables us to express our needs, feelings, and ideas, and thus feel less isolated and more in control of our environment. A sensory impairment can interfere with my early communication with my baby, but there are some things my child and I can learn that will help communication develop.

What will I learn from this program?

1. How to provide some interactions and learning experiences to my child that are needed for my child to develop communicatively.
2. How to develop a system of cues and gestures that will help me and my child communicate.
3. How to later develop a coactive sign language system with my child as this proves to be appropriate.

### Contents of the Communication Program

#### Section 1 - Creating An Environment That Fosters Communication

This section begins with a series of topics related to bonding. They are as follows:

- Topic 1: Bonding
- Topic 2: Touch
- Topic 3: Face-To-Face Contact
- Topic 4: Facial Expression
- Topic 5: Intonation
- Topic 6: Turn-Taking
- Topic 7: Cuing



The second half of this section consists of topics related to making the child's immediate environment stimulating as well as giving the child ways to interact with and communicate about his environment through play and exploration. The topics are as follows:

- Topic 8: Playing With Your Child
- Topic 9: Teaching Your Child To Play With Toys
- Topic 10: Varying Positions
- Topic 11: Varying Locations
- Topic 12: Exploring The Indoors
- Topic 13: Exploring The Out-Of-Doors

## Section 2 - Using Informal Communication

- Topic 1: What Is Informal Communication?
- Topic 2: Becoming Aware Of The Informal Communication You And Your Child Use
- Topic 3: Improving Your Use Of Informal Communication
- Topic 4: Encouraging Your Child To Respond To Your Informal Communication
- Topic 5: Giving Your Child A Choice
- Topic 6: Encouraging Your Child To Consistently Use Signals and Gestures
- Topic 7: Expanding Routines As A Basis For Communication
- Topic 8: Coactive Activities
- Topic 9: Involving Other People In Your Child's Program

## Section 3 - Using Formal Communication

- Topic 1: Introduction To Coactive Signing: Shaping Signals Into Signs
- Topic 2: Introducing More Coactive Signs To Your Child: Identifier, Name, And Object Signs
- Topic 3: Introducing New Coactive Signs: Behavior And Action Signs
- Topic 4: More Coactive Signing; Signing To Increase Association And Memory
- Topic 5: Emphasizing Key Coactive Signs
- Topic 6: Encouraging Your Child To Make Signs On His Own: Reinforcing
- Topic 7: Encouraging Your Child To Make Signs On His Own: Promoting Sign Turn-Taking
- Topic 8: Encouraging Your Child To Make Signs On His Own: Expansion
- Topic 9: Encouraging Your Child To Make Signs On His Own: Phasing Out Parent Help
- Topic 10: Tips For Making Your Coactive Signing Consistent and Effective
- Topic 11: Using Coactive Signs In Various Home Language Activities
- Topic 12: Encouraging Your Child To Sign Interactively



# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication

### Topic 1 Bonding

What did I learn from this topic?

1. Bonding is the emotional tie between me and my child.
2. Bonding is based on trust and security.
3. My child needs bonding for personal, social, and communication development.
4. How can I help bonding take place?
  - a. I can recognize when my child is communicating and respond (Example: When my child cries because he is tired, I can smile, touch, hold, and talk to him).
  - b. I can hold and cuddle my child in the ways most comfortable to him.
  - c. I can remember that the way I communicate can affect my child, (Example: If I am relaxed, I can help my child relax).
5. Other ideas:



Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?





## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication

#### Topic 2 Touch



What did I learn from this topic?

1. My child needs to be touched and held.
2. Touch helps my child emotionally and physically. It communicates love and acceptance of her.
3. Some examples of ways to touch my child are:
  - a. Stroking soothingly
  - b. Rocking
  - c. Holding while talking to her
  - d. Helping her explore my face by touch.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication



### Topic 3 Face-to-Face Contact

What did I learn from this topic?

1. Face-to-face contact and eye contact are important for sending and receiving messages with my child.
2. With my child who is visually impaired, it is still very important to learn to read his face and body language to discover his needs and feelings.
3. My child can learn how face-to-face contact can help him tune in better to others as I communicate face-to-face with him.
4. I can experiment to find the best positions for my child to be in to achieve face-to-face contact. I can experiment to find those positions.
5. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?





## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication



#### Topic 4 Facial Expression

What did I learn from this topic?

1. Most of the meaning of a message comes across in ways other than the words: voice, face, gestures, and touch.
2. These nonverbal clues also help get and keep my child's attention.
3. Even if my child is totally blind, she can benefit from my facial expressions with voice and body language to match. Also, I can help her feel my face and expressions.
4. A smile is a facial expression that I should remember to use often with my child.
5. I can also use facial expression to show other feelings, such as surprise, anger, or sadness.
6. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication

### Topic 5 Intonation

What did I learn from this topic?

1. Intonation is the melody or up and down pitch of the voice. Examples: making the voice loud and soft, high and low; exaggerating some words.
2. Intonation helps my child understand the meaning of what I say.
3. Interesting intonation may be the most important thing I use to get my child's attention and emphasize what I say.
4. Making my voice warm and encouraging will help my child develop a feeling of love and attachment with me.
5. I should combine touch with the intonation to get across the most warmth and meaning.
6. If my child has a hearing loss, intonation and tone of voice are very important to help him understand what I mean.
7. Other ideas:



Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **COMMUNICATION PROGRAM**

Creating An Environment That Fosters  
 Communication



## **Topic 6      Interactive Turn-Taking**

What did I learn from this topic?

1.    Turn-taking happens when two people share an experience and take turns. Examples: making sounds back and forth with my baby, or playing pat-a-cake and waiting for my child to make a signal to keep playing.
2.    Turn-taking is important to communication. I can help my child learn to take turns by showing her I expect her to take part.
3.    My child's turn may be very subtle: a wiggle or a hand movement, for example.
4.    I can encourage my child to continue taking a turn by imitating her or doing what I think she wants. Also, my encouraging response should be as quick as possible.
5.    Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





# **TOPIC SUMMARY AND CHALLENGES** **COMMUNICATION PROGRAM**

Creating An Environment That Fosters  
Communication

## **Topic 7      Cuing**

What did I learn from this topic?

1. Cues are a way of letting my child know who is with her and what is about to happen.
2. Cues help keep my child from being surprised and not knowing the meaning of what is happening.
3. Touch cues are an excellent type of cue. For example, I can slightly lift her elbow before I pick her up. I can also use object cues (such as helping her feel her socks before I put them on), or smells (such as baby powder before diapering), or tastes (a small amount before a whole spoonful).
4. If my child has vision, I may use visual cues (such as a light turning on). If she has hearing, I may use auditory cues (such as my footsteps before I pick her up).
5. To let my child know I am there, I can touch the back of her hand. I can let her know who is with her by having a name cue for each family member.
6. Other ideas:



Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Creating An Environment That Fosters  
 Communication

**Topic 8      Playing With My Child**



What did I learn from this topic?

1.      My child can learn a lot from playing. He can learn to interact with other people and can receive visual and auditory stimulation.
2.      I should use cues and pauses with my child in play.
  - a.      I can use a touch, object, visual, auditory, smell, or taste cue to let my child know what we are going to play.
  - b.      I can pause in the activity to give my child a chance to anticipate the next step or to take part.
3.      I can try new games and new ways to play with my child.
4.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication

### Topic 9 Teaching My Child to Play with Toys

What did I learn from this topic?

1. My child needs stimulation from toy play throughout the day, but this does not mean I have to work with him all day. I can set things up for him so he can interact with toys and objects.
2. I can take some time each day to teach my child how to play with toys. I can have a cue or gesture to use with each toy, and help him hold, feel, smell, look at or listen to it.
3. I should make sure my child is in the best position to play with the toy and that the toy is close enough to him. I may even attach the toy to him.
4. Other ideas:



Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

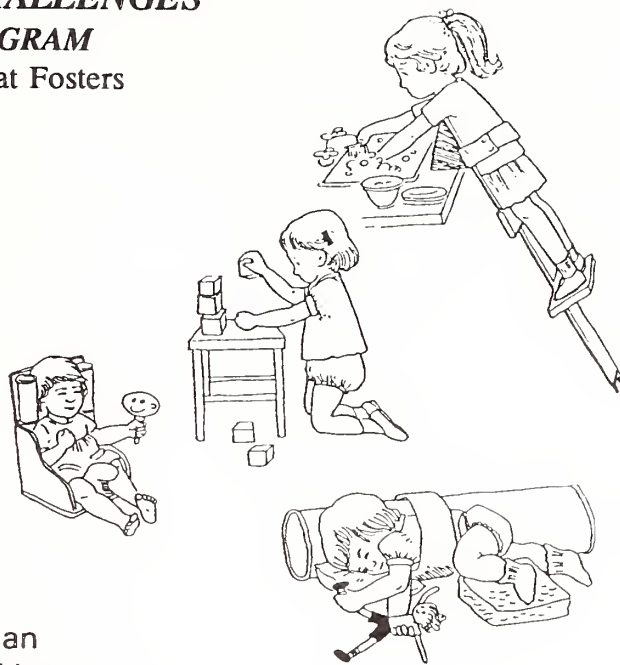
## COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication

### Topic 10 Varying My Child's Position

What did I learn from this topic?

1. My child needs to be placed in different positions during the day: for example, sitting, lying on her side, stomach, and back, or up on her knees or feet.
2. When I change my child's position, I can help her go through the movements of how she would get to the new position; I should have the advice of a therapist for this.
3. I should cue my child about what we are going to do; for example, I can tap her on the bottom to tell her she will be put in her seat.
4. Other ideas:



Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication



#### Topic 11 Varying The Places I Put My Child To Play

What did I learn from this topic?

1. I can give my child the experience of being in many locations around home.
2. As I go about my activities, I can give him a chance to know what goes on in these various locations.
3. I can help my child experience actually getting from one place to the next.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Creating An Environment That Fosters  
 Communication



**Topic 12 Exploring The Indoors With My Child**

What did I learn from this topic?

1. Not only can I have my child with me in different places, but I can also help her explore each place in the home.
2. I can help my child feel the objects and the movements involved in an activity.
3. I can talk about what I am doing and name the objects and activities.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?





## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Creating An Environment That Fosters  
Communication



#### Topic 13 Exploring the Out-of-Doors With My Child

What did I learn from this topic?

1. I need to help my child explore the out-of-doors so he will not find it frightening.
2. I need to make sure my child feels secure as we explore.
3. I can help my child feel, look at, listen to, and smell the grass, sidewalk, dirt, trees, and bushes.
4. I can use cues to avoid surprises with unfamiliar things such as grass.
5. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

### Using Informal Communication



#### Topic 1      What Is Informal Communication?

What did I learn from this topic?

1. Informal communication is the early, concrete ways my child and I communicate with each other.
2. Some of the concrete ways I can use to communicate with my child are cues she can see, hear, feel, or smell.
3. Some of the concrete ways my child may communicate with me are: responses that are not intentional, such as crying, smiling, or quieting, and signals that are intentional, like moving or touching to get me to do something.
4. I need to carefully choose how I am going to communicate something to my child. This will depend on the function of my communication, such as: to give her information or to tell her what I want her to do.
5. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Using Informal Communication

**Topic 2      Becoming Aware of the Informal  
 Communication My Child and I Use**



What did I learn from this topic?

1. I can be aware of the informal communication I use with my child and my child uses with me.
2. I can ask myself the following questions about my communication with my child:
  - a. What forms of communication am I using?
  - b. What is the function or purpose of my communication?
  - c. What types of responses am I getting from my child?
  - d. How do I respond back to my child?
3. I can ask the following questions about my child's communication:
  - a. What signals or gestures is my child making?
  - b. What do they tell me about my child's likes, dislikes, and needs?
  - c. How do I respond to my child's communication?
  - d. How does my child respond back?
4. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Using Informal Communication



**Topic 3      Improving My Use of Informal Communication**

What did I learn from this topic?

There are several ways I can make my communication more effective with my child. Some of these are:

1.      Using the kinds of cues my child can pick up on.
2.      Not using too many cues at a time.
3.      Choosing a different cue for each major activity of the day.
4.      Choosing a different cue for each motor response we expect from my child.
5.      Pausing after I communicate, expecting my child to respond, observing his response, then either reinforcing his response or helping him respond.
6.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Using Informal Communication



**Topic 4 Encouraging My Child to Respond to My Informal Communication**

What did I learn from this topic?

1. I can observe my child's responses to my communication and encourage him to keep responding.
2. Some of the ways I can observe my child are:
  - a. Watch him.
  - b. Hold him, so I can pick up his subtle responses.
  - c. Listen to him.
3. Some of the ways I can reinforce my child's responses to my cues and gestures are:
  - a. Decide what the response is.
  - b. Decide what I think it means.
  - c. Reward my child warmly and immediately
  - d. If he does not seem to respond, coactively help him make a response he is capable of doing. Then reward him warmly and immediately.
4. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	

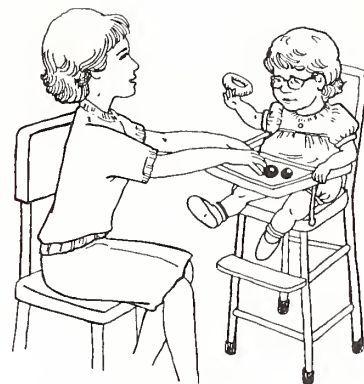


## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Using Informal Communication

#### Topic 5 Giving My Child a Choice



What did I learn from this topic?

1. I can give my child opportunities to make choices each day.
2. Making choices helps my child have some control over her environment and allows her to express herself.
3. Some examples of choices I can offer:
  - a. Even when playing, I can offer her two toys instead of just the one I think she will prefer.
  - b. At mealtime, I can offer her a clear choice between a food she dislikes and a food she enjoys.
4. When offering a choice, I can describe the objects, call my child's attention to them, show I expect her to respond, wait, then reinforce when she chooses.
5. Some ways she might show her choice are reaching, looking, or slight movement.
6. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
Using Informal Communication



**Topic 6      Encouraging My Child to Consistently Use Signals and Gestures**

What did I learn from this topic?

1.      The best way to encourage my child to use signals and gestures is to respond to them consistently by meeting her needs.
  
2.      When my child learns that she will get a certain result whenever she uses a certain signal, she will start trying to use the signal to get that result.
  
3.      I need to give my child many opportunities to make signals and gestures on her own. Ways to do this are:
  - a.      In an activity, give her fewer clues, pause more often and give her a chance to think and respond.
  - b.      Watch my child closely, notice anything like a signal, and reinforce her.
  - c.      Help her realize she can signal and have her wants met by different people, in different places, at different times.
  
4.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Using Informal Communication



**Topic 7      Expanding Routines as a Basis  
for Communication**

What did I learn from this topic?

As my baby develops, it is important to give her more information about her world and help her attach meaning to events.

1.      Throughout each of our routines, I can use cues for each step.
  - a.      I can use objects as cues such as a bar of soap in her bath.  
I can show my child what the objects are for, how she can use them, and in what order we use them.
  - b.      I can say a specific phrase consistently with each cue and gesture.
2.      I should have a predictable daily schedule for my child. This will help her feel secure and help develop her memory.
3.      Play times should be scheduled in as part of my child's daily routine.
4.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Using Informal Communication



**Topic 8      Coactive Activities**

What did I learn from this topic?

1. Coactive activities are those I do with my hands over my child's hands, to help him accomplish the activity.
2. My child should be in front of me, on the floor or in my lap.
3. The steps of the activity should be done the same way each time.
4. I should give my child a great deal of help at first, until he indicates by his movements that he knows what to do. Then I can start to give him less help.
5. As I give less help, I can prompt my child (for example, use a motion or a touch and then wait). I must first make sure I have his attention.
6. I should continue to use cues, gestures, and specific phrases with the activities as I have been doing.
7. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Using Informal Communication



#### Topic 9 Involving Other People in My Child's Program

What did I learn from this topic?

1. It would be helpful if other people could be involved in some of my child's activities and routines.
  - a. These routines require a lot of time.
  - b. My child needs to enjoy experiences with other people now; as she grows, she will be better able to adjust to new people.
2. It is a good idea to think about the information and skills other people will need as they interact with my child.
3. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

### Using Formal Communication

#### Topic 1 Introduction to Coactive Signing: Shaping Signals Into Signs

What did I learn from this topic?

1. The reason for shaping my child's signals and gestures into signs is that other people understand signs. Thus, using signs will give my child more opportunities to communicate with others.

2. I will shape my child's first signs from the signals and gestures she already uses. I will coactively make the sign along with the signal or gesture so she will understand what the sign means. Example:



She makes the  
"food" signal



I help her make  
the "eat" sign

3. I need to alert my child when I am about to use a sign with her.
4. If my child tries to make the sign, I will reinforce her.
5. I will need to make the sign the same way each time I use it, so my child will not be confused.
6. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



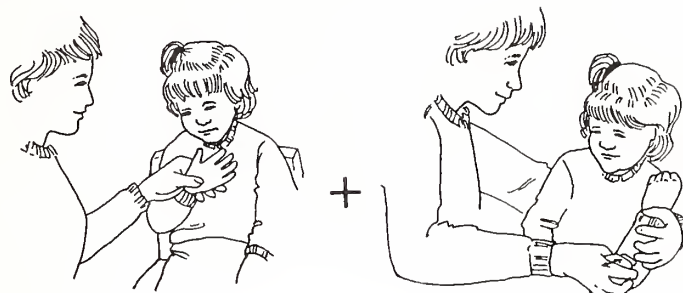
# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

Using Formal Communication

### Topic 2 Introducing More Coactive Signs to My Child: Identifier, Name, and Object Signs

What did I learn from this topic?



1. I can help my child know who an action or sign refers to by coactively using identifier signs such as "you" and "my." For example, we can sign "you eat" and "my cracker" (see illustration).
2. It is a good idea for my child to have her own name sign. There should also be a name sign for me, or other family members, and for other people she spends time with.

My child's name sign:

Description

---



---



---

Drawing of Name Sign

3. I can add to my child's vocabulary by continuing to give her signs for objects with which she comes in contact.
4. Other ideas:

Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?

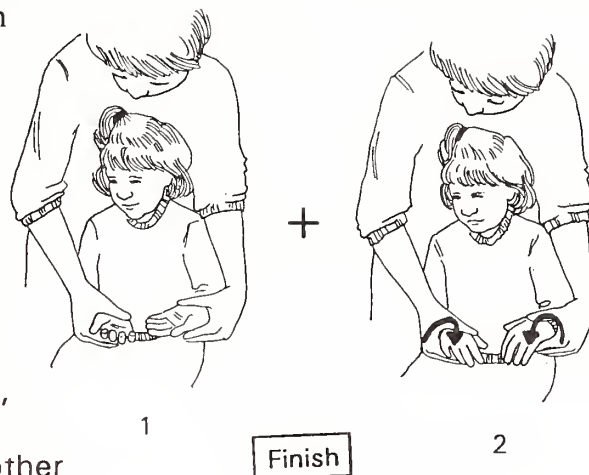




# **TOPIC SUMMARY AND CHALLENGES** **COMMUNICATION PROGRAM** Using Formal Communication

## **Topic 3      Introducing New Coactive Signs: Behavior and Action Signs**

What did I learn from this topic?



1.      Knowing how to sign two behavior words, "finish" and "wait," will help me and my child as we move from one activity to another throughout the day.
  - a.      If I coactively sign "finish" with her before taking the final step of activities, she will eventually understand when an activity is completed and it's time to do something else. (See illustration for the 2-part sign for "finish.")
  - b.      By using the sign "wait" when we must interrupt an activity, I can avoid surprising her if I must leave to do something else for awhile. I can also use the word "wait" to help my child wait to take her turn in an activity.
2.      I can add more action words to my child's vocabulary. Action words, like "bounce" or "drink," are interesting to her and very useful for her in letting me know what she wants to do.
3.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **COMMUNICATION PROGRAM** Using Formal Communication

## **Topic 4      More Coactive Signing:** **Signing to Increase Association** **and Memory**



What did I learn from this topic?

1. As I introduce new object and action signs to my child, I can combine them as follows.
  - a. Use a new action sign (for example, "roll") with an object sign that is already familiar (like "ball"): "roll ball."
  - b. Use a new object sign (like "juice") with a familiar action sign (like "drink"): "drink juice."
2. I can begin to introduce some where and how signs, such as on, off, up, down. I will need to use them with other familiar signs, for example: Pants on, shoes off, stand up, sit down.
3. I can use an activity box to represent a particular activity my child does often like going to grandpa's house (see illustration). This will help her develop memory skills.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?

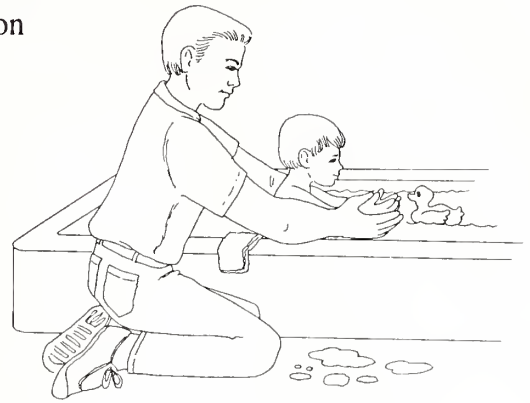


**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Using Formal Communication

**Topic 5      Emphasizing Key Coactive Signs**

What did I learn from this topic?

1.    My child will need to be exposed to each coactive sign many, many times before he will be able to use it on his own.
  
2.    I will need to use coactive signs quite often during activities so my child will have more opportunities to learn and use them.
  
3.    Other ideas:



"Let's wash your arm."

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Using Formal Communication

#### Topic 6 Encouraging My Child to Make Signs on His Own: Reinforcing



What did I learn from this topic?

1. One of the most important ways to encourage my child to make signs on his own is to reinforce him when he tries to make a sign.
2. Some ways to reinforce my child are:
  - a. Make the sign again with his hands, then pair the sign with the object or action or give him what he is asking for.
  - b. Praise him by hugging, kissing, clapping his hands, or by using some other action that brings him pleasure.
  - c. Respond in some way, even if it is just signing "no" or "wait."
3. My response should always be warm and should come right after my child makes the sign.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?





## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Using Formal Communication

#### Topic 7      Encouraging My Child to Make Signs on His Own: Promoting Sign Turn-Taking



signing "ball"

What did I learn from this topic?

1. Sign turn-taking is one of the best ways to encourage my child to make signs on his own.
2. To develop sign turn-taking, I can continue to take turns with him in play.
3. Some of the things I can do to help my child learn to take sign turns in an activity are:
  - a. Coactively sign the name for the object we are using (my turn).
  - b. See what my child does (his turn).
  - c. Let him feel me imitate what he does, then give the coactive sign again (my turn).
  - d. See what he does.
  - e. If he does an action, let him feel me imitate it. If he does nothing, help him do the action and the coactive sign. If he tries to make the sign, coactively imitate the sign to reinforce him.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

Using Formal Communication

### Topic 8 Encouraging My Child to Make Signs On Her Own: Expansion

What did I learn from this topic?

1. An excellent way to encourage my child to sign is to expand her signing.
2. Expansion means adding a sign or two to what my child tries to sign on her own (see illustration). This helps her learn more mature forms of signing.
3. After expanding, I should give her what she is trying to ask for.



She signs milk



I help her sign:

4. Example:
  - a. My child tries to sign "milk."
  - b. I coactively help her sign "drink milk."
  - c. I get her some milk.
5. Other ideas:



drink

milk

Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### COMMUNICATION PROGRAM

Using Formal Communication



#### Topic 9 Encouraging My Child to Make Signs On Her Own: Phasing Out Parent Help

What did I learn from this topic?

1. As my child begins to make some signs on her own, I need to start cutting down on some of the coactive sign help I give her.
  - a. If she can make signs on her own, she will not be so dependent on family members to help.
  - b. Also, she will begin to realize that my helping her with the sign (for example, "rattle") is not necessary for the action (such as shaking a rattle) to happen.
2. I can cut down on my help by gradually making less and less of the sign with her, and letting her make more and more of it (see illustration).
3. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **COMMUNICATION PROGRAM** Using Formal Communication

## **Topic 10      Tips for Making Coactive Signing Consistent and Effective**

gestures  
and facial  
expressions



What did I learn from this topic?

Things I can do to make my coactive signing meaningful and effective:

1. Be very consistent in my use of coactive signs.
2. Gradually increase the number of signs I use.
3. Use gestures, pantomime, facial expressions, and interesting intonation.
4. Avoid dominating the signing - see what my child wants to do, keep it simple, and keep from interrupting.
5. Gradually and gently encourage my child to make signs correctly.
6. Encourage relatives and friends to sign with my child.
7. Other ideas:

avoiding  
dominance



gently  
correcting



Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?





# TOPIC SUMMARY AND CHALLENGES

## COMMUNICATION PROGRAM

### Using Formal Communication

#### Topic 11      Using Signs in Various Home Language Activities

What did I learn from this topic?

1. I need to use effective coactive signing throughout each day. This way, I will be providing my child a language-rich environment.
2. I need to use coactive signing in many home activities (see illustration). The types of activities are:
  - a. Child care activities.
  - b. Parent task activities.
  - c. Activities started by my child.
  - d. Activities or games directed by me.
3. I can select certain signs to emphasize in each activity, reinforce and expand my child's sign attempts, encourage him to take signing turns, and gradually phase out my signing help.
4. I can make a Tactile Experience Book for my child.
5. Other ideas:

Parent Task Activity



"The grass is wet."

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?



**TOPIC SUMMARY AND CHALLENGES**  
**COMMUNICATION PROGRAM**  
 Using Formal Communication

**Topic 12    Encouraging My Child to Sign Interactively**



What did I learn from this topic?

1. If my child understands many coactive signs and uses many signs on her own, she may be ready to learn that I use formal signs on my own to respond to her formal signs.
2. She then can learn to reach over to feel my hands to find out what I have to say, and respond back to me. This is called interactive signing.
3. One way to help my child learn to sign interactively is to
  - a. Help her feel what I am experiencing.
  - b. Then help her make the signs on or near my body.
4. Next, I can make the signs on my own hands and encourage my child to feel those signs by putting her hands around mine. (see the illustration, where the child is feeling the sign for "water" being made by her mother.)
5. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



## ***INSITE TOPIC SUMMARY AND CHALLENGES***

### ***HEARING PROGRAM***

#### Overview

The INSITE Hearing Program is designed for the family of a child who has a hearing impairment. Whether or not my child has received hearing aids yet, this program will give me a great deal of information I can use with my child.

The Hearing Program contains two sections:

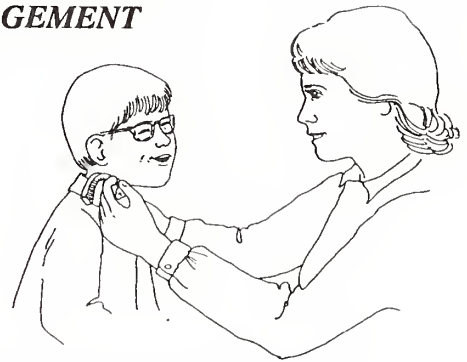
1.   Hearing Aid Management: Deals with fitting hearing aids for my child and learning how to manage the hearing aids.
2.   Auditory Development: Deals with promoting my child's use of his or her hearing.



# ***INSITE TOPIC SUMMARY AND CHALLENGES***

## ***HEARING PROGRAM: HEARING AID MANAGEMENT***

### Rationale and Overview



Why is a Hearing Aid Management Program important?

It is essential that my child receive the best use of his or her hearing aids. It is important for me to have knowledge about hearing aids, testing procedures, and hearing loss so I can give my child needed help and know how to seek help from others.

What will I learn from this program?

1. How my child will be fit with hearing aids that provide the best use of the hearing he has.
2. How to help my child accept and use the hearing aids.
3. The importance of appropriate and consistent hearing aid use, checking the aids daily to make sure they are working properly, caring for them, and troubleshooting for feedback (squeal).
4. Information about the importance of sound, how to observe what and how my child hears, and the causes and types of hearing loss.

### **Overview of the Hearing Aid Management Program**

- Topic 1: Sound; Contact With The World
- Topic 2: Perception Of Speech; Minimizing Background Noise
- Topic 3: Otologic Care; Anatomy Of The Ear; Causes And Types Of Hearing Losses
- Topic 4: Measuring Hearing Loss
- Topic 5: Putting On The Aids; Securing Aids On The Child
- Topic 6: Parts And Functions Of Hearing Aids
- Topic 7: Daily Listening Check; Suggestions For Initial Hearing Aid Usage
- Topic 8: Care Of The Hearing Aid; Troubleshooting For Feedback Source
- Topic 9: Review Of Lessons 1 Through 8; Competency Test





**TOPIC SUMMARY AND CHALLENGES**  
**HEARING PROGRAM**  
Hearing Aid Management



**Topic 1      Sound; Contact With the World**

What did I learn from this topic?

1.      Sound is important because:
  - a.      It helps my child learn to communicate and learn language.
  - b.      It helps my child's sense of hearing develop.
  - c.      It helps my child feel part of her world.
  - d.      It provides warning.
2.      Sound is caused by something moving back and forth (vibrating).
3.      Pitch, frequency, and Hertz (Hz) are words used to describe how high or low sound is.
4.      Decibel (dB) is a word used to describe how loud a sound is.
5.      Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?

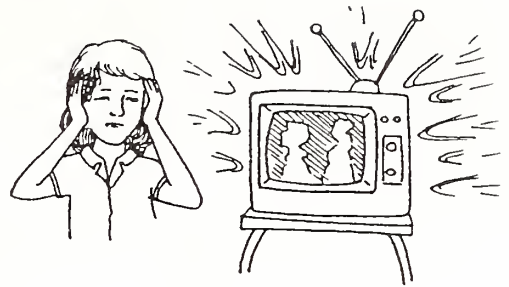


# TOPIC SUMMARY AND CHALLENGES

## HEARING PROGRAM

### Hearing Aid Management

#### Topic 2 Perception of Speech; Minimizing Background Noise



What did I learn from this topic?

1. How well my child will notice speech depends on:
  - a. The pitch and musical sounds of speech.
    - 1) Some pitches may be easier for my child to hear than others.
    - 2) The normal way I change my pitch patterns as I talk to my child will help him be aware of my voice.
  - b. The loudness of speech.
    - 1) Some speech sounds (like "sh") are louder than others (like "th").
    - 2) When I speak softly or am more than two feet away, my child has less chance of hearing the softer sounds ("f," "th," "s," "p").
  - c. Background noise.
    - 1) Background noise can cover up my speech sounds.
    - 2) A hearing aid makes background noise louder just as much as it makes speech louder.
2. When speaking to my child, I should:
  - a. Use a normal tone and loudness of voice.
  - b. Be as close as possible to my child.
  - c. Keep background noise down.



Minimize background noise and speak as close as possible

3. Other ideas:

Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?



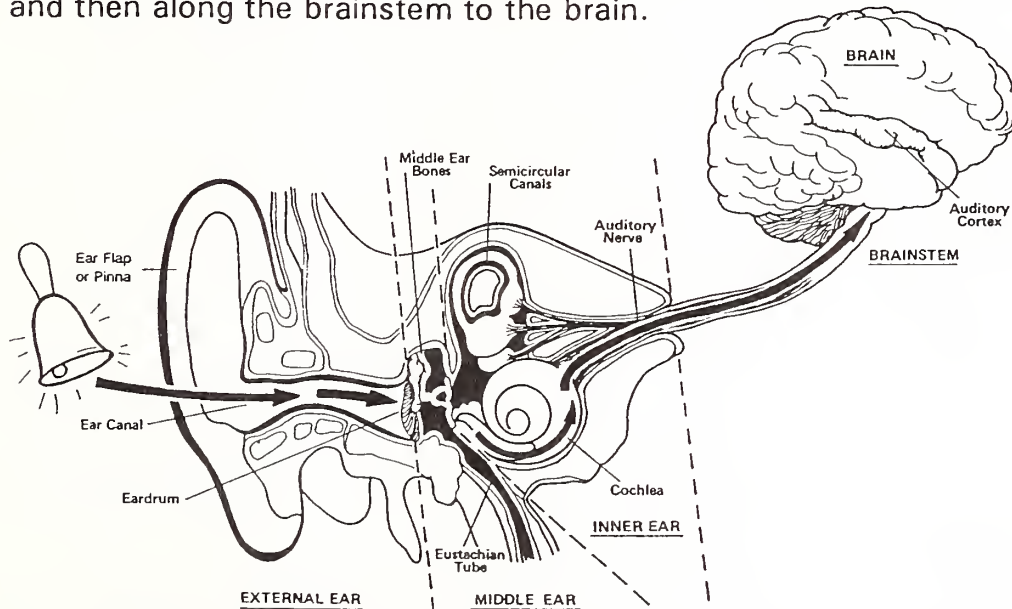
# HEARING PROGRAM

## Hearing Aid Management

### Topic 3      Otological Care: Anatomy of the Ear; Causes and Types of Hearing Losses

What did I learn from this topic?

1. It is important for my child to have periodic check-ups with her ear, nose, and throat (ENT) doctor (otolaryngologist or otologist).
2. Sound travels from a moving sound source, through the air, to the ear and then along the brainstem to the brain.



3. Things can go wrong in the ear, brainstem, or brain and can cause a hearing loss. They can also cause difficulties with balance, or in understanding sounds even when they are heard.
4. I should understand the cause of my child's hearing loss if it is known.
5. Other ideas:

Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?



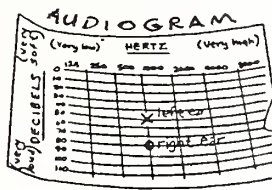
# HEARING PROGRAM

## Hearing Aid Management

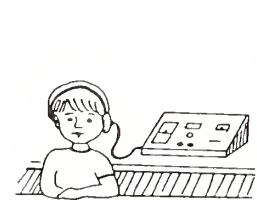
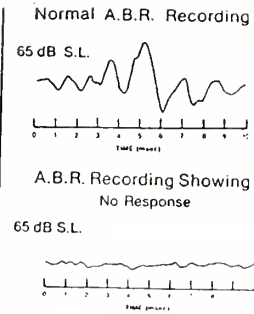
### Topic 4 Measuring Hearing Loss

What did I learn from this topic?

1. An audiogram is a chart of my child's hearing:
  - a. How loud a sound has to be for him to hear it - marked down the side in dB.
  - b. How high or low pitch the sounds are that he hears - marked in Hz across the top.
  - c. The X (left ear), O (right ear), or S (through speakers) mark the loudness level where each pitch is heard.



A.B.R. Testing



Impedance Testing



2. A tympanogram can help show the kind of hearing loss my child has and the physical condition of his ear.
3. A brainstem (A.B.R.) test can help give information on the hearing of children who do not seem to respond to standard tests.
4. It is important that I understand my child's hearing test results and know the amount and type of his hearing loss.
5. The audiologist also will begin to test my child for:
  - a. Clarity - how clearly he can hear sounds.
  - b. Tolerance - how loud sounds can be before they cause him discomfort.
6. Other ideas:

Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?





# TOPIC SUMMARY AND CHALLENGES

## HEARING PROGRAM

### Hearing Aid Management

#### Topic 5 Putting on the Aids; Securing Aids on the Child

What did I learn from this topic?

1. I need to put my child's hearing aid on properly:

##### Ear Level Aid

- a. Place the battery in the aid.
- b. Check the earmold and tubing.
- c. Place the earmold in the ear.
- d. Place the hearing aid behind the ear flap.
- e. Turn the switch on and have M/T switch on "M."
- f. Put the volume at the right setting.

##### Body-Type Aid

- a. Place the harness or vest on my child.
  - b. Place the battery in the aid.
  - c. Place the aid in the carrier pocket, with switch "off."
  - d. Connect the earmold to the receiver.
  - e. Place the earmold in the ear.
  - f. Move the cord out of the way.
  - g. Turn the switch on and have M/T switch on "M."
  - h. Put the volume at the correct setting.
  - i. Put on the baby cover if I have one.
2. I need to have a good way of making the hearing aids as secure as possible on my child.
  3. I should observe safety guidelines with batteries.
  4. Other ideas:



Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

## HEARING PROGRAM

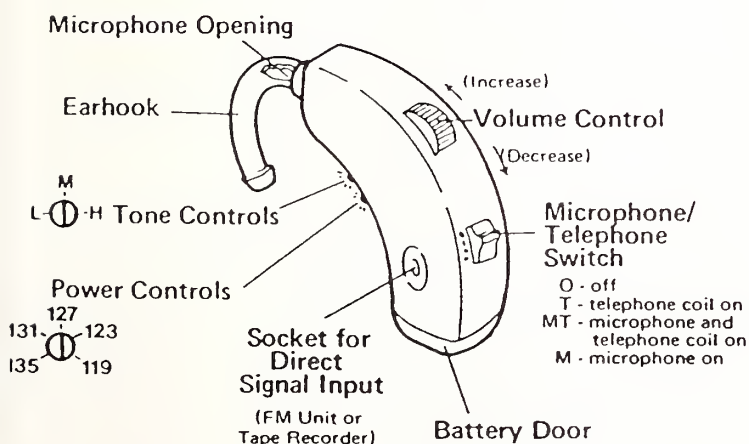
### Hearing Aid Management

#### Topic 6 Parts and Functions of Hearing Aids

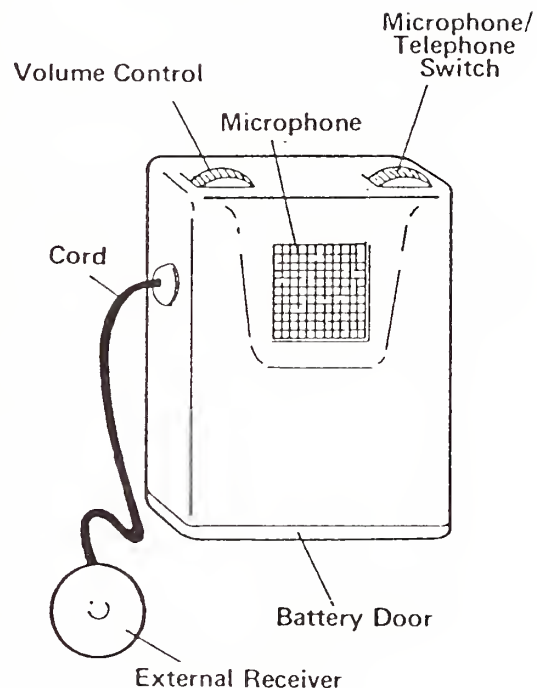
What did I learn from this topic?

1. A hearing aid has the following parts:

#### EAR LEVEL



#### BODY



2. I need to learn what the parts of my child's hearing aids do and how to operate them.
3. Other ideas:

Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

## HEARING PROGRAM

### Hearing Aid Management



#### Topic 7 Daily Listening Check; Suggestions for Initial Hearing Aid Use

What did I learn from this topic?

1. I need to check my child's hearing aid every day.
  - a. Be sure the battery is fresh and in the aid correctly.
  - b. Be sure switches, volume control, earmold tubing, cord are in good condition and working properly.
  - c. Put the volume control at the lowest setting. Listen for static or unusual sounds.
  - d. Say "oo, ah, ee, sh, s" into the aid and make sure these sounds can be heard clearly.
  - e. Tap and shake the aid gently for rattle sounds.
  - f. Be sure the earmold is clean and free from wax or moisture.
2. If necessary, I can help my child get used to wearing his hearing aid in these ways:
  - a. Introduce one hearing aid first, then add the second.
  - b. Hold my child lovingly.
  - c. Help him get used to feeling the aid or mold around his ear, or the body and harness.
  - d. Start with low volume and gradually turn it up.
  - e. Let my voice be the first amplified sound he hears.
  - f. Respect my child's wishes, be gentle but firm, and gradually increase wearing time.
3. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?



# TOPIC SUMMARY AND CHALLENGES

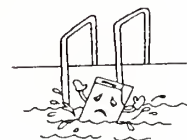
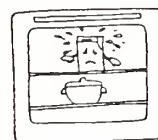
## HEARING PROGRAM Hearing Aid Management

### Topic 8 Care of the Hearing Aids; Troubleshooting for Feedback Source

AVOID:

What did I learn from this topic?

The best way to keep hearing aids working properly is to take care of them.



1. Hearing Aid: avoid extreme heat or cold, water, dropping or banging.
2. Batteries: use correct size; remove when dead or aid is off; purchase only a two month supply; keep in cool, dry place; don't leave on a metal surface. BATTERIES ARE DANGEROUS. KEEP AWAY FROM SMALL CHILDREN. IF ONE IS SWALLOWED, CALL POISON CONTROL CENTER OR DOCTOR.
3. Controls, switches, microphone: avoid food and dirt; have hearing aid cleaned yearly; avoid catching switches on clothes and unnecessarily changing their positions.
4. Ear mold and plastic tubing: keep clean with toothpick or pipe cleaner; wash mold or earhook at night in soapy water and let dry; check for holes, cracks, or rough spots.
5. For body aid only: check cord for cracks and do not twist or chew; do not drop or bang receiver.



When feedback (squeal) happens, find out why and correct (for example, new mold, new tubing, fix the aid).

6. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?





# ***INSITE TOPIC SUMMARY AND CHALLENGES***

## ***AUDITORY DEVELOPMENT***

### Rationale and Overview



Why is an Auditory Development Program important?

Hearing plays a very important part in my child's development. Through hearing aid use and helping my child use her hearing, I can improve her awareness of sound, reduce possible problem behavior, and increase her ability to benefit from sound.

What will I learn from this program?

1. How early auditory and speech skills develop and how they can benefit my child.
2. Skills to help my child be aware of and listen to environmental sounds and voices.
3. Skills to help my child begin to associate sounds with their meanings and develop his vocal skills.

### **Overview of the Auditory Development Program**

#### **PHASE A: ATTENTION TO SOUNDS AND VOICES, AWARENESS OF CHILD'S OWN VOCALIZATIONS**

- Topic 1: Ad Concham Stimulation
- Topic 2: Cuing To Listen
- Topic 3: Responding To Sound
- Topic 4: Stimulation For Vocalizations And Sounds

#### **PHASE B: RECOGNITION OF SOURCES OF SOUNDS, INCREASED VOCALIZATION**

- Topic 5: Sound Association With Source
- Topic 6: Locating Sound Source
- Topic 7: Increasing Vocalizations



**TOPIC SUMMARY AND CHALLENGES**  
**HEARING PROGRAM**  
 Auditory Development



**Topic 1      Ad Concham Stimulation**

What did I learn from this topic?

1.    Ad concham stimulation is talking directly into my child's ear when I am close to her.
2.    My child will get pleasure and information from the sounds and the vibration.
3.    I can use ad concham stimulation when my child is not wearing hearing aids.
4.    Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### HEARING PROGRAM

#### Auditory Development

#### Topic 2      Cuing to Listen



What did I learn from this topic?

1. I can use a cue to help my child pay attention to sound.
2. The cue can help my child know when a sound is coming and be ready to listen to it.
3. Some cues to listen might be gently touching my child's ear, hearing aid, or cheek.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



**TOPIC SUMMARY AND CHALLENGES**  
**HEARING PROGRAM**  
 Auditory Development



**Topic 3      Responding to Sound**

What did I learn from this topic?

1. I can make my child aware of the sounds that happen naturally around her.
2. I also can plan to make sounds for my child to hear.
3. The sounds should be meaningful; that is, they should happen during daily routines that mean something to her, like eating or bathing.
4. I need to be familiar with the kinds of responses my child might make to sounds, so I can watch for those responses.
5. I can show the sound source to my child so she can see, feel, or smell it and can coactively go through the steps of making the sound.
6. I can keep a record of the type of sound and loudness that my child seems to respond to. I can record which ear and which body positions seem best for listening.
7. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





**TOPIC SUMMARY AND CHALLENGES**  
**HEARING PROGRAM**  
 Auditory Development



**Topic 4      Stimulation for Vocalizations and Sounds**

What did I learn from this topic?

1. I need to be aware of the sounds my child makes with his voice (vocal sounds or vocalizations), so I can reinforce those sounds.
2. I need to treat my child's vocal sounds as communication and respond to them by imitating and praising him.
3. Through play, I can help my child enjoy making all kinds of sounds.
4. I can use my child's body movements to make sounds. For example, I can attach a dangling string of jingle bells to a part of his body that he moves, like his wrist or foot. He will learn that his actions can make sounds.
5. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?

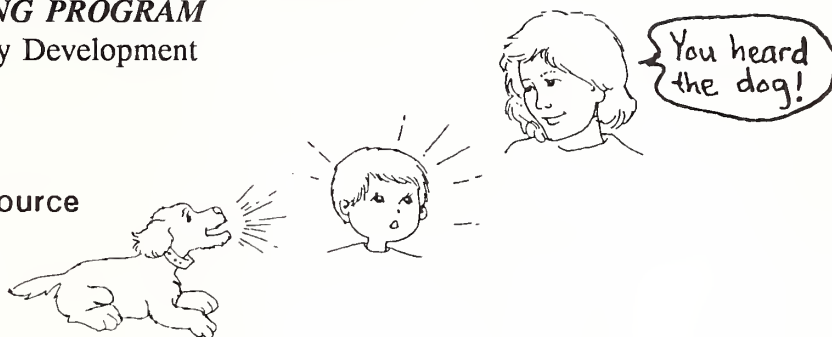


# **TOPIC SUMMARY AND CHALLENGES**

## **HEARING PROGRAM**

### **Auditory Development**

#### **Topic 5      Sound Association with Source**



What did I learn from this topic?

1. My child can begin to recognize the meaning of some sounds. For example, I can help him learn how different toys sound, or how different family members' voices sound.
2. He can begin to show recognition through his actions. For example, he may make motions of getting ready to eat when he hears the sound of a spoon in his bowl.
3. I can begin to introduce a larger number of sounds to my child in different activities. I need to associate each sound with its meaning, so he will learn to recognize it.
4. An important way to associate the sound with its meaning is to help my child feel and manipulate the sound source.
5. Other ideas:

Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### HEARING PROGRAM

#### Auditory Development

#### Topic 6 Locating Sound Source



What did I learn from this topic?

1. Locating or finding where a sound is coming from will help improve my child's attention to sound and help her hear in noisy backgrounds.
2. I can help my child locate the sources of sounds by making a sound and then searching for it with her.
3. We can begin by hiding the sound source next to her own body. After she has learned to locate these very close sounds, we can hide the sound source away from her body, and cooperatively search for it.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



**TOPIC SUMMARY AND CHALLENGES**  
**HEARING PROGRAM**  
 Auditory Development



**Topic 7      Increasing Vocalizations**

What did I learn from this topic?

1.    My child needs to learn that his vocalizations communicate with other people.
2.    One way I can show my child I expect him to vocalize to me is to take turns with him, like this:
  - a.    I vocalize (for example, say "hi"), give him a cue to vocalize (for example, touch his hand to his mouth), then wait.
  - b.    If he vocalizes, I reinforce him perhaps with praise or a favorite action.
  - c.    If he does not take his turn, I vocalize for him, then take my turn again.
3.    I should choose a time when he is enjoying vocalizing to practice vocal turn-taking.
4.    Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?

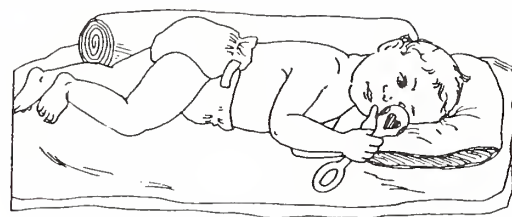




# ***INSITE TOPIC SUMMARY AND CHALLENGES***

## ***VISION DEVELOPMENT***

### Rationale and Overview



Why is a Vision Program important?

Vision and vision loss have an important effect on my child's development. It is essential to provide the help he needs to use the vision he has. This will help my child in other developmental areas as well, such as hearing, mental, and physical areas.

What will I learn from this program?

1. How vision skills develop and why they are important for my child.
2. Information on how to observe what and how my child sees, and the types of eye disorders.
3. Skills to help my child learn to use his vision.

### **Overview of the Vision Program**

- Topic 1: Anatomy Of The Visual System
- Topic 2: How The Visual System Works
- Topic 3: Eye Disorders And Vision
- Topic 4: Eye Specialists, Exams, And Reports
- Topic 5: How Vision Develops
- Topic 6: Vision Training
- Topic 7: How Environmental Factors Affect What The Child Sees
- Topic 8: Physical Impairment And Visual Functioning
- Topic 9: Visual Stimuli
- Topic 10: Looking Behaviors
- Topic 11: Visual Field
- Topic 12: Distance And Size
- Topic 13: Eye-Hand And Eye-Foot
- Topic 14: Recognition And Discrimination
- Topic 15: Using Vision To Get Around



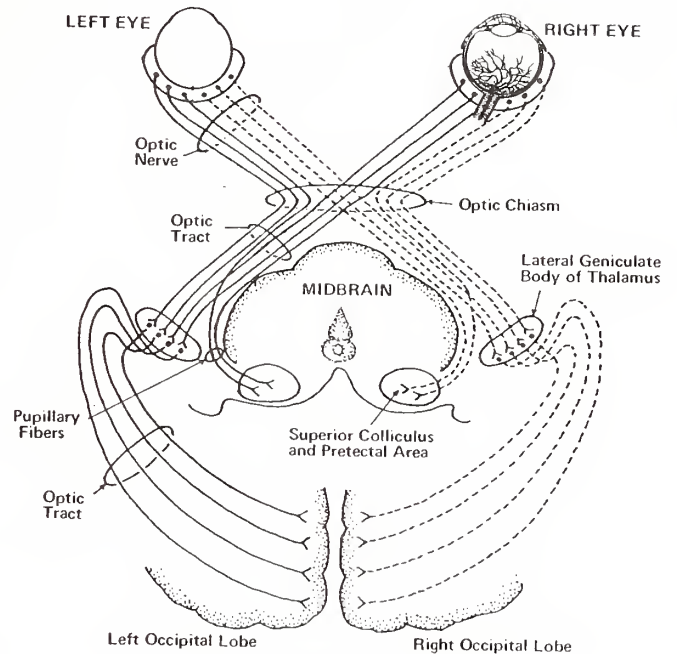
# TOPIC SUMMARY AND CHALLENGES

## VISION PROGRAM

### Topic 1      Anatomy of the Visual System

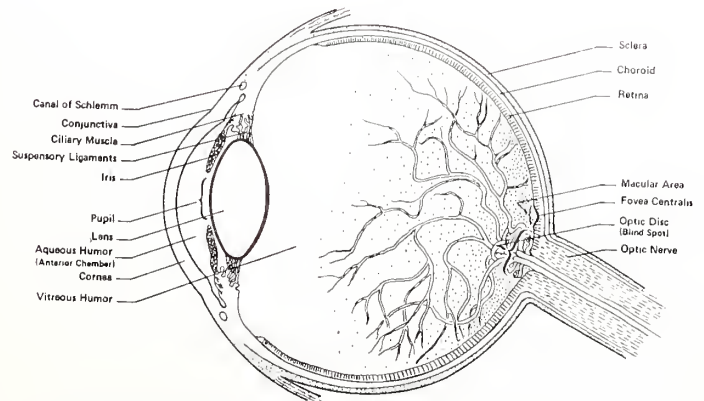
What did I learn from this topic?

1. I should understand the cause of my child's visual disorder and how it affects what he sees.
2. The visual system includes not only the eyeball, but the optic nerve and the brain.
3. The eyeball lies in the bony structure of the skull called the orbit and has six extraocular muscles that hold it in place and allow it to move.
4. The eyeball with its many parts is connected to the occipital cortex of the brain by the optic nerve.
5. The occipital cortex forms a picture from information collected by the retina in the eye. The brain processes and responds to the information.
6. Other ideas:



The Visual or  
Occipital Cortex

THE HUMAN EYE



How did my child  
react or respond?

Challenges (optional)

1.	
2.	

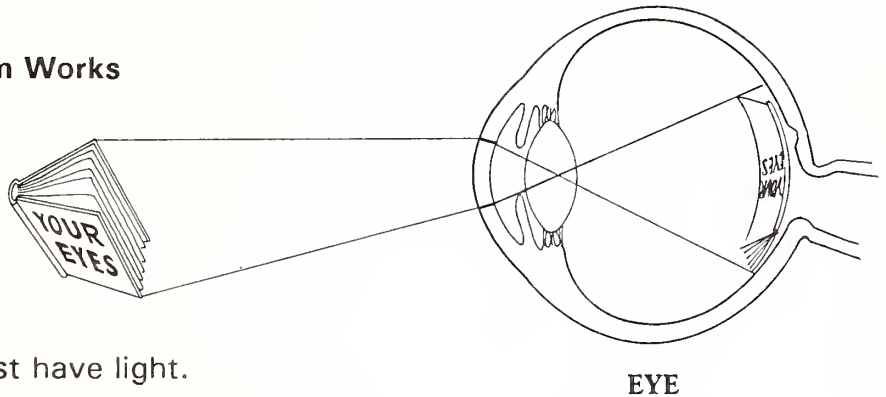
How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 2      How the Visual System Works**

What did I learn from this topic?



1. In order to see we must have light.
2. As light enters the eye, it is bent to bring the rays to focus on the retina, thus putting the image upside down. The image is put together right side up in the brain.
3. The visual field is that area 160 degrees to 180 degrees in front, above and to the sides where the eye can perceive objects, people, and motion.
4. Seeing involves knowledge of an object or person. My child can get this knowledge from previous experience, including touching, smelling, and hearing the object or person. It is important for me to provide experiences to expand my child's knowledge of people and surroundings.
5. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

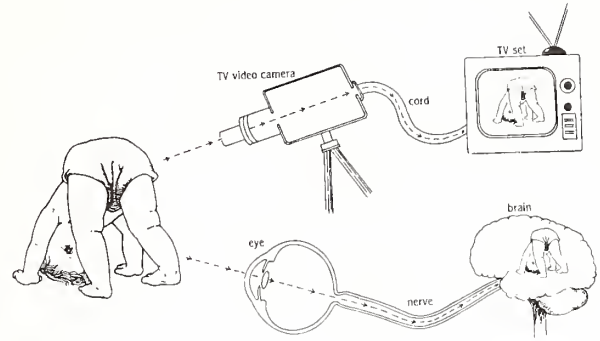
How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 3      Eye Disorders and Vision**

What did I learn from this topic?



1. The eye, optic nerve and brain can be compared to a video camera, electrical cord and television set. Many things can go wrong in either system.
2. Most eye disorders a child may have fall into one or more of the following four categories used to describe visual loss.
  - a. Acuity loss: he cannot see clearly.
  - b. Field loss: the area he can see is limited.
  - c. Oculomotor problems: he has difficulty with coordinated movements of his eyes.
  - d. Processing Problems: his brain is having difficulty making sense of the information sent by the eye.
3. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



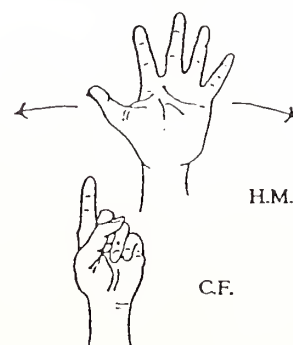
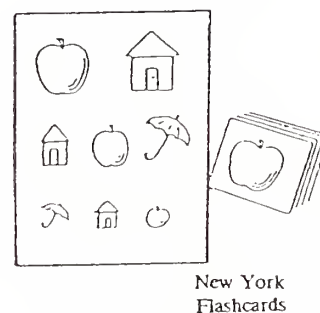
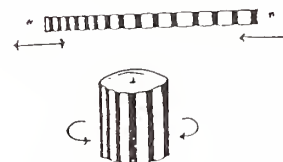


# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 4      Eye Specialists, Exams, and Reports**

What did I learn from this topic?

1. I should be an active participant in the process of determining my child's disorder, its implications, and how I can best help her.
2. The ophthalmologist is the medical doctor who makes the initial diagnosis and treatment of the eye disorder. He or she may perform surgery and prescribe medication.
3. The optometrist is the person who prescribes glasses or low vision aids and shows us how to use them. He or she does not typically diagnose or prescribe medication.
4. The optician makes the glasses prescribed by the ophthalmologist or the optometrist.
5. These pictures show some of the things the optometrist or ophthalmologist might use when testing vision.
6. Other ideas:



Challenges (optional)

How did my child react or respond?

1.	
2.	

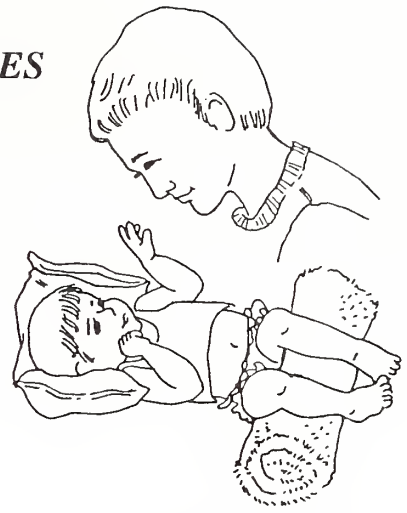
How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 5      How Vision Develops**

What did I learn from this topic?



1. My child's visual perception of the world progresses in an orderly manner.
2. I should be watching constantly to decide if she uses her vision, how she uses it, and when she uses it.
3. There are nine principles describing how my child may respond visually. Each one is a range of responses, from the most basic to the highest level.
  - a. Awareness--attention--understanding
  - b. Lights--people and objects
  - c. Fixation--tracking
  - d. Near--far
  - e. Peripheral-central
  - f. Familiar--unfamiliar
  - g. Parts--wholes
  - h. Simple--complex
  - i. Large--small
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?

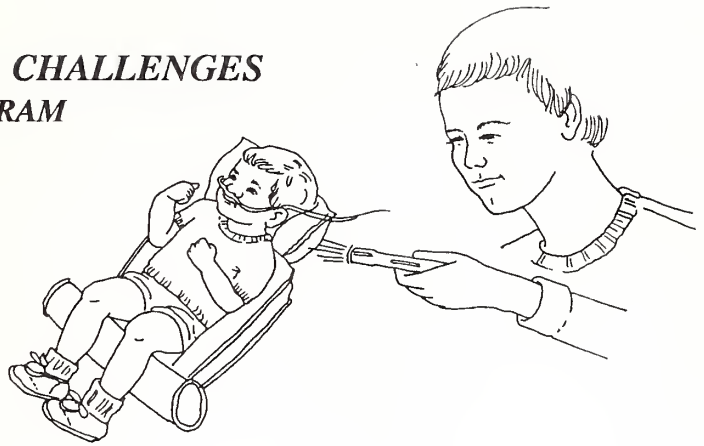


# TOPIC SUMMARY AND CHALLENGES

## VISION PROGRAM

### Topic 6 Vision Training

What did I learn from this topic?



1. Even if he only has an awareness of light, my visually impaired child has some vision.
2. Vision training helps him to use his vision.
3. By careful observation of my child's behaviors and responses to visual stimuli, we can assess his level of functioning and help him to improve those responses.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

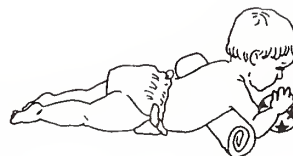
How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 7      How Environmental Factors Affect What My Child Sees**

What did I learn from this topic?



There are many environmental and physical factors that affect how my child sees. When I understand them and how to control them I can help him use his vision.

1.      Photophobia is an extreme sensitivity to light. I should be aware of how light affects my child and adaptations that should be made.
2.      He may need more light than usual in order to be able to see best.
3.      It will be easier for him to see if I increase the contrast between an object and its surroundings. I should also reduce the clutter around the object.
4.      He will function better in a familiar environment with familiar objects.
5.      Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?

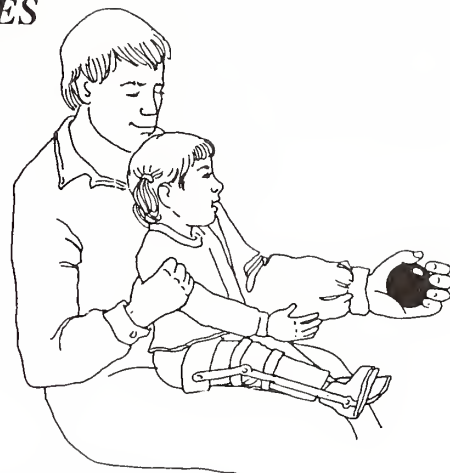




# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 8      Physical Impairment and Visual Functioning**

What did I learn from this topic?



1. If my child has a physical impairment, she must work much harder than I do to make simple motor responses.
2. She may tire easily, progress slowly and be less consistent than I might expect.
3. We can experience success if we will work with a therapist to find ways to appropriately position and handle her to inhibit abnormal reflexes while doing visual tasks.
4. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 9      Visual Stimuli**

What did I learn from this topic?



Baby Rattle



Pattern Mobile on Hanger

1. I need to be aware of how my child reacts to visual stimuli so that I can determine what he sees and can help him.
2. When presenting an object for him to look at, I should put it close to his face and in his visual field.
  - a. At first, bright colors and patterns as well as movement and sound will help get his attention.
  - b. I can adapt familiar objects to be more visually interesting, as shown in these pictures.
  - c. I should always name the object, person or experience for my child.
  - d. I should help him turn towards, reach for, touch, play with and explore the object.
3. I should remember what I have already learned about lighting, contrast, clutter, positioning, and handling.
4. Other ideas:



Ribbon Mobile



Stack Ring

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 10      Looking Behaviors**



What did I learn from this topic?

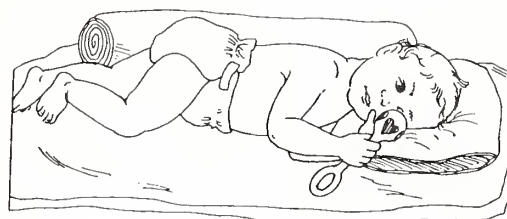
1. I need to know how my child looks at things--how her eyes or head move. Some of the ways she may look at things are the following.
  - a. When she attends, she knows that something is in her visual field and she is interested in it. Attention is brief at first and becomes longer with experience and interest.
  - b. To localize she turns her eyes, head, and/or body towards the visual stimulus when it comes into her field of vision.
  - c. She fixates when she locates a visual stimulus and her eyes "lock on" to it. This may last only a few seconds.
  - d. When she follows, her eyes stay on target when an object moves.
  - e. Shift of gaze occurs when she can look from one object to a second object on a horizontal plane. She will later do it on a vertical plane.
  - f. To scan she looks from one thing to the next in various locations for the purpose of finding a desired toy, person or object.
  - g. Reaching begins when she uses her eyes with her hands or body to move toward things she sees.
2. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 11      Visual Field**



What did I learn from this topic?

1. If my child has a field loss, there are certain areas around him that he cannot see, or those areas may be blurry.
2. I can learn about his visual field by watching the way he moves, how he looks at things, where he reaches, and how he holds his head.
3. I should place things where he can see them best when working on vision activities.
4. I should challenge him to look outside his visual field by moving or making a sound with the toy.
5. I should not change his compensatory head posture (the way he may hold his head in order to see best).
6. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 12      Distance and Size**

What did I learn from this topic?



1. If my child has an acuity loss, she will have a decreased ability to see things clearly.
2. There are ways to help compensate for this acuity loss.
  - a. Move her closer to objects, people and events to help her see them more clearly. Let her touch and handle these things.
  - b. Relate new experiences to familiar ones when possible.
  - c. Use models or pictures to help her learn about things she cannot touch or get close to.
  - d. Magnifiers and telescopic devices can be helpful as she gets older.
3. She will need more time to accomplish a task. Her eyes may tire because of increased strain. Muscles may fatigue because of leaning over to examine things closely. I must be patient!
4. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**



## **Topic 13     Eye-hand and Eye-Foot**

What did I learn from this topic?

1.     My child coordinates the use of his eyes with his hands, feet, and body as he begins to move about, kick at things, and reach and grasp.
2.     I can help him learn to do more complicated play and self-care tasks, like the following.
  - a.     Eye-hand: batting, reaching, grasping at toys and faces, holding a cup, banging things, feeding self, helping with dressing.
  - b.     Eye-body: rolling, crawling to get a toy, crawling around furniture.
  - c.     Eye-foot: kicking toys, playing with toes, pulling socks off, kicking a ball.
  - d.     Imitating actions: watching others and imitating.
3.     I should encourage him to watch what he is doing and what I am doing.
4.     I may need to adapt the materials or task to be easier for him to see. I should show him how a task is done step by step.
5.     Tasks should have daily practical application to his life.
6.     I should remember what I have learned about positioning and handling, lighting, contrast and clutter, and familiarity.
7.     Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**

## **Topic 14      Recognition and Discrimination**

What did I learn from this topic?

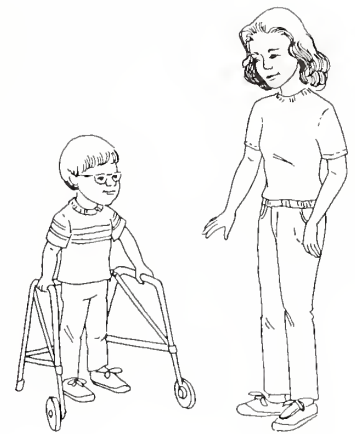


1.    The normally sighted child learns by watching. The visually impaired child misses out on details and needs more hands-on, "how-to" practice.
  
2.    It is easier to do things for my child than it is to take the time to explain it to her. I should not do things for her that she can do herself.
  
3.    She can learn to identify and discriminate a wide variety of objects, people, places and events if I will help her.
  
4.    She may learn to organize visual images in her mind and anticipate the whole when only parts can be seen.
  
5.    When she can discriminate, recognize and communicate about visual representations of real world objects, she may be ready to learn abstract letters and words.
  
6.    Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **VISION PROGRAM**



## **Topic 15      Using Vision to Get Around**

What did I learn from this topic?

1.    My child's vision loss will have an effect on how he gets around, especially in unfamiliar areas.
2.    I should help him learn to explore a new environment and to feel safe doing so.
  - a.    I can teach him to use visual, auditory and tactile clues that exist naturally in the environment (kitchen: sound of appliances, bathroom: tile floor)
  - b.    Once he has language, he can respond to questions about what he sees to help me understand where he needs help.
3.    I can teach him basic concepts through routine daily experiences such as feeding, dressing and bathing. These may include:
  - a.    Learning body parts
  - b.    Spatial concepts like front and back
  - c.    Directions like up/down, in/out
  - d.    Distance
  - e.    Left/right
  - f.    Size--big/little
  - g.    Time--yesterday, today, tomorrow
  - h.    Prepositions such as over, under and between.
4.    Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





# ***INSITE TOPIC SUMMARY AND CHALLENGES***

## ***COGNITION DEVELOPMENT***

### Rationale and Overview



Why is a Cognition Program important?

My child needs to receive experiences that will help her develop her thinking processes. It is important for me to use my understanding of how early cognition develops to provide these learning experiences.

What will I learn from this program?

1. How to provide my child experiences which promote cognitive development.
2. How to help my child achieve planned goals and encourage her to make things happen.
3. How to increase my child's ability to think about objects and people.

### **Overview of the Cognition Program**

Topic 1:	Introduction To Early Cognition
Topic 2:	Object Exploration and Schemes
Topic 3:	Gestural Imitation
Topic 4:	Means - End
Topic 5:	Causality
Topic 6:	Object Permanence
Topic 7:	Spatial Relationships



**TOPIC SUMMARY AND CHALLENGES**  
**COGNITION PROGRAM**

**Topic 1      Introduction to Early Cognition**

What did I learn from this topic?



1. Cognition has to do with thinking, understanding, problem-solving, memory, and using one thing to stand for another.
2. Cognitive development progresses as a result of learning and physical maturation.
3. My child needs experiences to construct new ways of thinking and problem solving on his own.
4. Because of his impairment, he is dependent on me to provide opportunities for learning, experiences, and feedback.
5. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **COGNITION PROGRAM**

## **Topic 2      Object Exploration and Schemes** **(Play with Toys)**

What did I learn from this topic?



1. I need to find some ways to play that are enjoyable for my child and me. To do this, I need to:
  - a. look at her "object schemes" -- what she does with objects and toys.
  - b. try to determine what she is thinking about the toys and objects.
2. If objects and toys are not fun at a level she understands, she may show little active interest or participation.
3. As I explore what she thinks is interesting to do with a toy, I should try new things to expand her use of the toy.
4. I must help her to explore and use objects so she will learn to form mental schemes of these objects. She can then use them in more imaginative and creative ways.
5. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

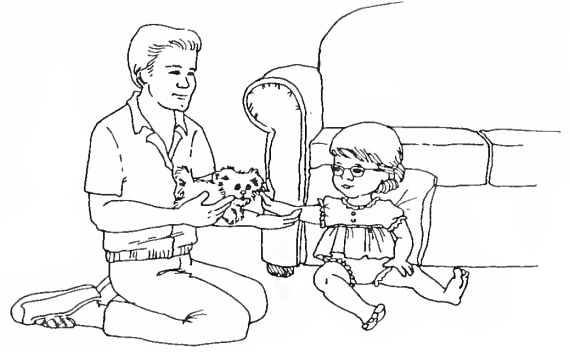
How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **COGNITION PROGRAM**

## **Topic 3      Gestural Imitation**

What did I learn from this topic?



1. Imitation is an important learning tool for my child.
2. Early levels of imitation involve her using an action, me imitating her and then her repeating the action I imitated.
3. With practice, these chains of action and imitation become longer and extend to more kinds of actions.
4. If vision is limited, I might try two things to encourage imitation:
  - a. Guide her through the movement
  - b. Imitate her action close enough that she feels my hands but isn't being guided.
5. Three rules for guiding her hands are:
  - a. Never take her hand to guide without a touch cue.
  - b. Guided movements are best done from behind so that our arms and hands move the same way.
  - c. If she is resistant to guiding, use other activities for awhile and try again later.
6. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	

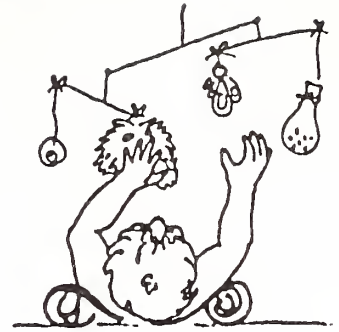




# **TOPIC SUMMARY AND CHALLENGES** **COGNITION PROGRAM**

## **Topic 4      Means-End**

What did I learn from this topic?



1. When my child has means-end skills, he will use behaviors (means) to achieve goals (ends). He will think of a goal, then act to achieve it.
2. This may be very different if he has very limited vision. I may need to help him know where things are and capture his interest.
3. If he has a physical impairment, I should be aware of ways he may be able to use to show what he wants to do.
4. I need to try to read my child's signals that indicate what he wants.
5. I should then arrange experiences that encourage him to try new ways of reaching a goal.
6. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

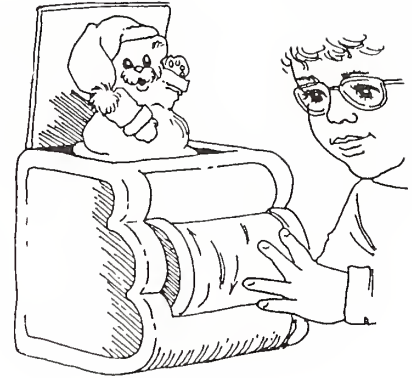
How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **COGNITION PROGRAM**

## **Topic 5      Causality**

What did I learn from this topic?



1. As my child develops, he learns how he can make things work and also how his actions can cause other people to make things work. This is causality.
2. I should try to create games which involve touch, movement, and verbal components. He will learn to recognize what comes next, participate in a social interaction, and give me a signal for more.
3. It may be necessary to put him in several positions to determine the best way for him to encounter and act on an object.
4. Other ideas:

Challenges (optional)

How did my child  
react or respond?

1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **COGNITION PROGRAM**

## **Topic 6      Object Permanence**

What did I learn from this topic?



1. My child is showing object permanence when she can't see or hear a person or object but knows it is there and searches for it or moves toward it.
2. A visual impairment will cause searching to be very difficult and may require skills in other areas of cognition and at higher levels.
3. I can use toys she likes to play games to develop object permanence skills. I should change the toys frequently to maintain interest.
4. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **COGNITION PROGRAM**

## **Topic 7      Spatial Relationships**



What did I learn from this topic?

1.      Spatial relationships refers to ways objects relate to each other in space, such as one thing being inside another, or finding an object in relation to oneself.
2.      I can help my child learn about spatial relationships by doing activities with him, such as taking something out of a container or having a sound toy nearby for him to find. If he can't see, he may need a touch cue as well as a sound cue to know where it is.
3.      These tasks might require physical guidance and assistance. It is important for me to wait for him to start movements and provide pauses so he can show me what he wants to do next.
4.      I should arrange his environment so that things are in predictable places for him to reach.
5.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





# ***INSITE TOPIC SUMMARY AND CHALLENGES***

## ***MOTOR IMPAIRMENTS PROGRAM***

### Rationale and Overview



Why is a Motor Impairments Program important?

My child needs early treatment for his motor impairment in order to avoid developing abnormal motor responses. It is important for me to use appropriate positioning and handling techniques with my child as early as possible. I need to participate as a team member with an occupational or physical therapist in order to accomplish these goals.

What will I learn from this program?

1. Usable information about the nervous system, cortical damage, and posture and movement disorders.
2. Skills in positioning and handling my child.
3. Skills in using adaptive equipment and adaptive techniques such as feeding.

### **Overview of the Motor Impairments Program**

Understanding Delayed Posture and Movement

- |          |  |
|----------|--|
| Topic 1: | The Nervous System And Its Function  |
| Topic 2: | Posture and Movement Disorders Resulting From Cortical Damage                |
| Topic 3: | Implications Of Posture And Movement Disorders: Interaction and Irritability |
| Topic 4: | Implications Of Posture And Movement Disorders: Mental Handicaps             |
| Topic 5: | Why Therapy?   |



## Dealing with Delayed Posture and Movement

- Topic 6: Handling And Positioning Children
- Topic 7: Techniques For Increasing Or Decreasing Muscle Tone
- Topic 8: Guide To Adaptive Equipment
- Topic 9: Self-Help Skills For Children Who Are Motor Impaired
- Topic 10: Nutrition For Children With Motor And Other Developmental Disorders
- Topic 11: The Normal Development Of Feeding And Implications For Children Who Are Motor Impaired
- Topic 12: Feeding Problems Of Children Who Are Motor Impaired (A Practicum)
- Topic 13: Adaptive Feeding Techniques For Children Who Are Motor Impaired

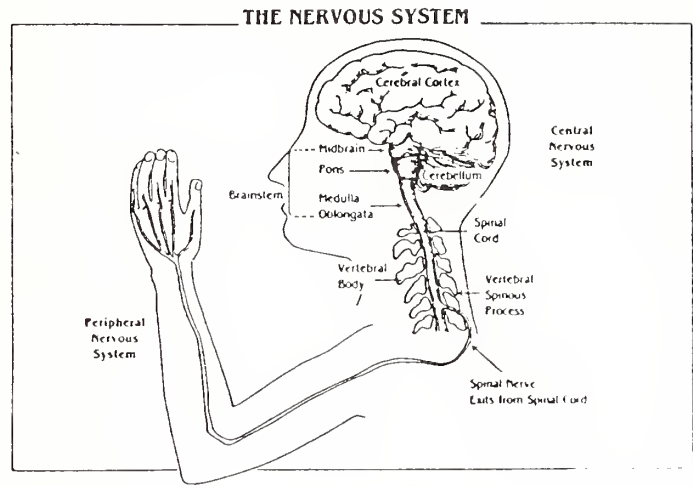


# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**

## **Topic 1      The Nervous System and Its Function**

What did I learn from this topic?

1.    The nervous system has these basic parts:
  - A.    The central nervous system, which includes:
    - 1)    The brain
      - a. The brainstem
      - b. The cerebellum
      - c. The cerebral cortex
    - 2)    The spinal cord - the connection between the brain and the spinal nerves.



- central    B.    The peripheral nervous system: All of the nerves outside of the nervous system supplying the entire body.
2.    The nervous system sends messages from the brain to the part of the body which must act.
3.    Damage to the nervous system can cause problems with muscle control or paralysis of muscles.
4.    Other ideas:

Challenges (optional)

How did my child react or respond?

1.	
2.	

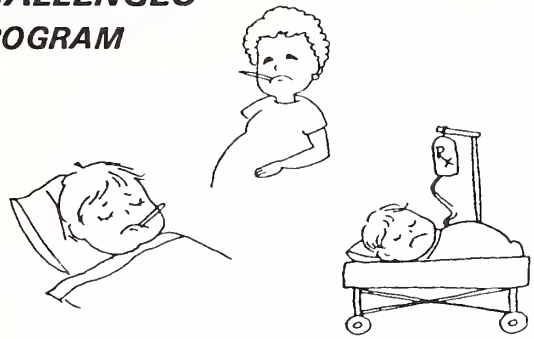
How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### MOTOR IMPAIRMENTS PROGRAM

#### Topic 2      Posture and Movement Disorders Resulting from Cortical Damage



What did I learn from this topic?

Some causes of cortical damage

1.      Damage to the cerebral cortex (cortical damage) in the immature brain before, during, or after birth can cause disorders in a child's movement and posture. These disorders are sometimes called cerebral palsy.
2.      Often there is no known reason why a child has impaired posture and movement.
3.      The type, location, and degree of my child's disordered muscle tone can affect his posture and movement.
4.      If my child has disordered muscle tone (cerebral palsy), he may make changes in his body alignment to compensate.
5.      With my physical or occupational therapist and parent advisor, I need to help my child develop his muscle tone.
6.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	





# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**



## **Topic 3      Implications of Posture and Movement Disorders: Interaction and Irritability**

What did I learn from this topic?

1.    If my child has brain damage, she may be very irritable. She may fuss or cry a great deal.
2.    Irritability can affect my interactions with my child.
3.    I should not go to extremes to help my child from crying, for example by feeding or holding her constantly, or by bouncing or rocking her more.
4.    Instead, I can:
  - a.    learn to read her signals so I can respond appropriately.
  - b.    reduce levels of stimulation (less rocking, bounding, or talking).
  - c.    show her ways to calm herself, such as by sucking on her fingers or a pacifier.
  - d.    cradle or "nest" her.
5.    Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**



## **Topic 4      Implications of Posture and Movement Disorders: Mental Handicaps**

What did I learn from this topic?

1.      For a child with brain damage, a mental handicap is a possibility.
2.      It is very difficult to assess a young baby's mental functioning.
3.      Whether my child is mentally handicapped or not, I need to know his strengths, which indicate the existence of intelligence. For example, I can ask questions such as these:
  - a.      Does my child know me?
  - b.      Does my child indicate what he wants?
4.      If I observe my child's strengths and difficulties, I can provide him experiences that will help him think and develop.
5.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**

## **Topic 5      Why Therapy?**



What did I learn from this topic?

1.      Therapy helps my child maintain posture and helps prevent problems such as tight muscles or deformed joints.
2.      Therapy goes on 24 hours a day and can become a natural part of our routines.
3.      Therapy must begin very early in my child's life and I must be involved in the therapy program.
4.      I need to strongly encourage my child to participate in his therapy program so he can become more aware of his world.
5.      Other ideas:

Challenges (optional)

How did my child  
react or respond?

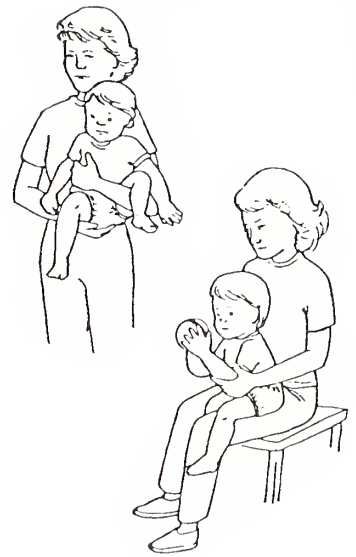
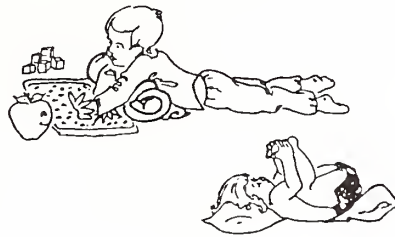
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2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**

## **Topic 6      Handling and Positioning Children**



What did I learn from this topic?

1.      Effective handling and positioning techniques will be helpful in my child's daily routines.
2.      I need to tell the therapist my goals for my child, as well as our routines, so she can design appropriate ways of handling and positioning.
3.      I should learn the positioning and handling techniques that relate specifically to my child's impairment.
4.      Because appropriate positioning and handling can take a lot of my energy, I should use "body mechanics"--ways of conserving my energy and avoiding body strain and fatigue.
5.      Other ideas:



Challenges (optional)

How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?



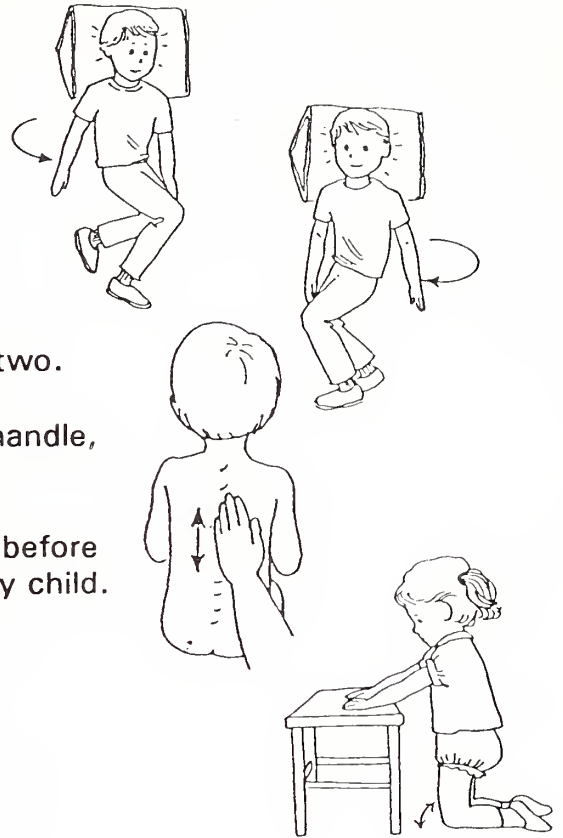


# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**

## **Topic 7      Techniques for Increasing or Decreasing Muscle Tone**

What did I learn from this topic?

1.    A child can have high muscle tone, low muscle tone, or a combination of the two.
2.    I can affect my child's tone by the way I handle, carry, and position her every day.
3.    I must be sure and check with a therapist before applying any treatment techniques with my child.
4.    Other ideas:



Challenges (optional)

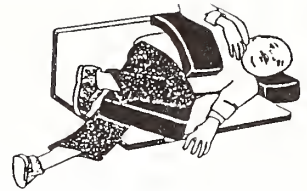
How did my child react or respond?

1.	
2.	

How will I use this information? What questions do I have?



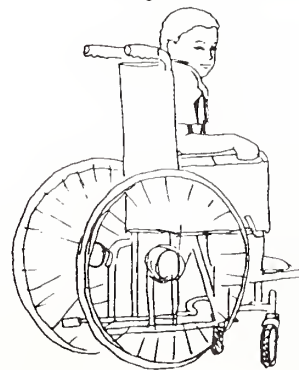
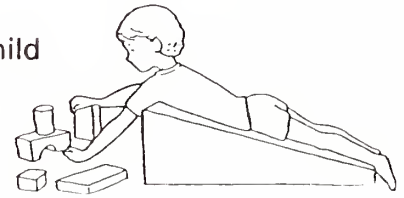
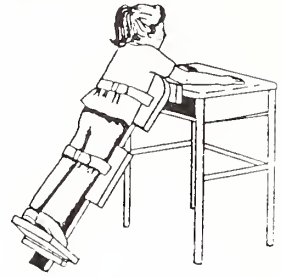
# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**



## **Topic 8      Guide to Adaptive Equipment**

What did I learn from this topic?

1. Adaptive equipment is items such as bath seats, wheelchairs, corner chairs, sidelyers, standers, and toilet chairs.
2. Adaptive equipment may become necessary as my child grows since it will become more and more difficult to handle him.
3. It is important that I consult my child's therapist, my parent advisor, and a sales representative to make sure his needs will be met appropriately.
4. I should be aware that equipment may be covered by insurance or tax deductible or there may be a community organization that can help with costs.
5. Other ideas:



Challenges (optional)

How did my child react or respond?

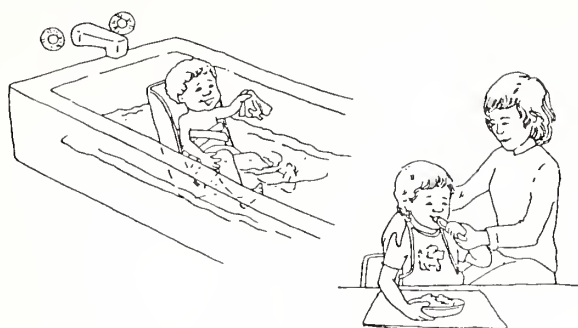
1.	
2.	

How will I use this information? What questions do I have?



# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**

## **Topic 9      Self-Help Skills for Children Who Are Motor Impaired**



What did I learn from this topic?

1. Teaching children to be as independent as they can be in self-help skills is important. Self-help skills include:
  - a. feeding                      d. bathing
  - b. dressing                  e. grooming
  - c. toileting
2. Children with severe impairments often do not "ask" for independence, but do need to be taught the self-help skills necessary for greater independence.
3. Even if my child may not be able to do an entire self-help skill, he may be able to learn part.
4. With our therapist's help, I can:
  - a. determine what my child is able to do that we can build on
  - b. select adaptive devices that may be appropriate
  - c. design a step-by-step way of teaching my child the new skills.
5. Other ideas:

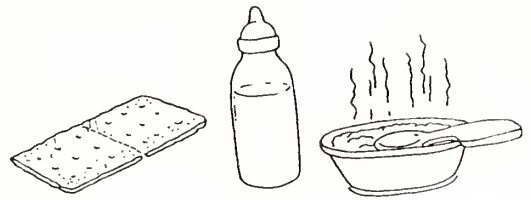


Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	



# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**

## **Topic 10      Nutrition for Children with Motor and Other Developmental Disorders**



What did I learn from this topic?

1.      My child will have special feeding difficulties and nutritional needs because of her impairments.
  
2.      My child needs good nutrition in order to develop and reach her best potential.
  
3.      Some things I can do are:
  - a.      recognize my child's feeding problems
  - b.      learn and use techniques that can help my child eat better
  - c.      learn the types and amounts of foods that are best for her
  
4.      Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?





# **TOPIC SUMMARY AND CHALLENGES** **MOTOR IMPAIRMENTS PROGRAM**

## **Topic 11     The Normal Development of Feeding and Implications for Children Who Are Motor Impaired**



What did I learn from this topic?

1. Three basic skills in feeding are:
  - a. suckling/sucking
  - b. drinking from a cup
  - c. chewing
2. My child with motor impairments may have problems with these skills:
  - a. Suckling or Sucking - my child may take a very long time to drink enough from a bottle to get the nutrition he needs.
  - b. Drinking from a cup or Chewing - my child may have difficulty because of problems coordinating lips, jaw, and tongue.
3. With the therapist's and parent advisor's help, we must use appropriate therapy techniques to help my child receive good nutrition.
4. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### MOTOR IMPAIRMENTS PROGRAM



#### Topic 12      Feeding Problems of Children Who Are Motor Impaired (a Practicum)

What did I learn from this topic?

An abnormal position  
for drinking & eating

1. It feels different and uncomfortable to eat or drink when experiencing some of the problems of a child with motor impairments.
2. Drinking from a cup creates some fear if my body is extended and mouth open, and someone else is giving me a drink. It is difficult to control the liquid as it comes in.
3. Eating soft food from a spoon is difficult if I cannot get it off the spoon myself or control the food in my mouth.
4. Chewing is very hard if I can't use my tongue to position the food or I cannot do the appropriate chewing motion.
5. I can help my child in her feeding by adapting to her particular needs and problems.
6. Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	

How will I use this information? What questions do I have?



## TOPIC SUMMARY AND CHALLENGES

### MOTOR IMPAIRMENTS PROGRAM



A good position for  
feeding an infant

#### Topic 13     Adaptive Feeding Techniques for Children Who Are Motor Impaired

What did I learn from this topic?

1.     It is important to consult my child's therapist for feeding techniques especially suited to him.
  
2.     Some general ideas that can help are:
  - a.     The most important technique to use before feeding is to position my child properly.
  - b.     There are adaptive cups and spoons designed to meet many needs. Our therapist can help locate them if appropriate.
  - c.     I can learn a series of steps for spoon feeding my child or helping him drink from a cup. Other family members also can learn these techniques.
  - d.     I need to give him food textures he is capable of handling at this time.
  
3.     Other ideas:

Challenges (optional)	How did my child react or respond?
1.	
2.	
How will I use this information? What questions do I have?	









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